High School Modern and Classical Language Program Assessment Criteria Specifications

Criterion #1	Required School Evidence
1. Every student is given the opportunity to study at least one modern or classical language. **1 point**	**1 point** Published School Program of Studies or Program Guide shows availability of language study for every student. * *Except for • diploma-track students whose Individual Education Plans exclude a modern or classical language; and • students not on a diploma track.

Criterion #2	Required School Evidence

2. The curriculum is articulated, standards-driven and performance-based. Study of a modern or classical language is continuous, with a smooth and logical progression from one course to the next.
 	
3 points
	3 points
	1 point for a.
	1 point for b.
	1 point for c.
	
	Curriculum for all language courses is aligned to the *Academic Standards for Modern* & *Classical Languages* and includes
	  a. demographics, program philosophy, assessment philosophy and practices.
	  b. units of instruction for each course with all elements of the unit template.
	  c. unit specifications that clearly support the Integrated Performance Assessment tasks, the understandings and essential questions.

Criterion #3	Required School Evidence

3. Instruction is standards-driven. It supports the goals of language learning: Communication, Cultures, Connections, Comparisons, and Communities.
 	
3 points
	3 points
	3 points for a, b, and either c or d
	2 points for a and b
	1 point for a
	Lesson plans at all levels reference the *Academic Standards for Modern* & *Classical Languages* including
	  a. learner tasks in the three modes of communication: interpersonal, interpretive, and presentational;
	  b. application of the principles of the culture triangle;
	  c. connections to other disciplines within the school curriculum and acquiring information through the target language; and comparisons into the nature of language and culture.

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Criterion #4	Required School Evidence
4. Assessment is standards-driven. Effective methods for assessing student progress are developed and implemented. **3 points**	**3 points** **3 points for a, b, and c.** **2 points for a. and b.** **1 point for a.** Assessment samples are consistent with the *Academic Standards for Modern and Classical Languages,* correspond to the submitted lesson plans and a. are performance-based; b. include appropriate scoring rubrics; and c. reflect variety.

Criterion #5	Required School Evidence
5. The school provides modern and classical language teachers with ongoing professional development opportunities to improve language and cultural proficiency, classroom instruction, and student assessment. **1 point**	**1 point** Each teacher provides documentation of participation in at least five hours of professional development specifically designed for modern and classical language teachers during the previous calendar year.

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Criterion	Point Values
1	1 point
2	3 points
3	3 points
4	3 points
5	1 point

Schools will receive ratings of "excellent," "good," "average," "below average," "unsatisfactory" or other designations chosen by the Education Oversight Committee. The program assessment is based on a rubric that rates five weighted criteria on an eleven-point scale.

Scoring Scale		
10–11 pts.	=	Excellent
8–9 pts.	=	Good
6–7 pts.	=	Average
4–5 pts.	=	Below Average
3–0 pts	=	Unsatisfactory

One-fourth of the state's high schools be evaluated each year. There will be a four-year rotation cycle. The order of rotation will be set during the first year by random selection of schools based on school size as determined by the High School League. Any school with a rating of below average or unsatisfactory will have the option of re-evaluation the following year.

Please consult http://ed.sc.gov/agency/offices/cso/foreign_language/ for criteria specifications, a submission guide, templates, and resources.